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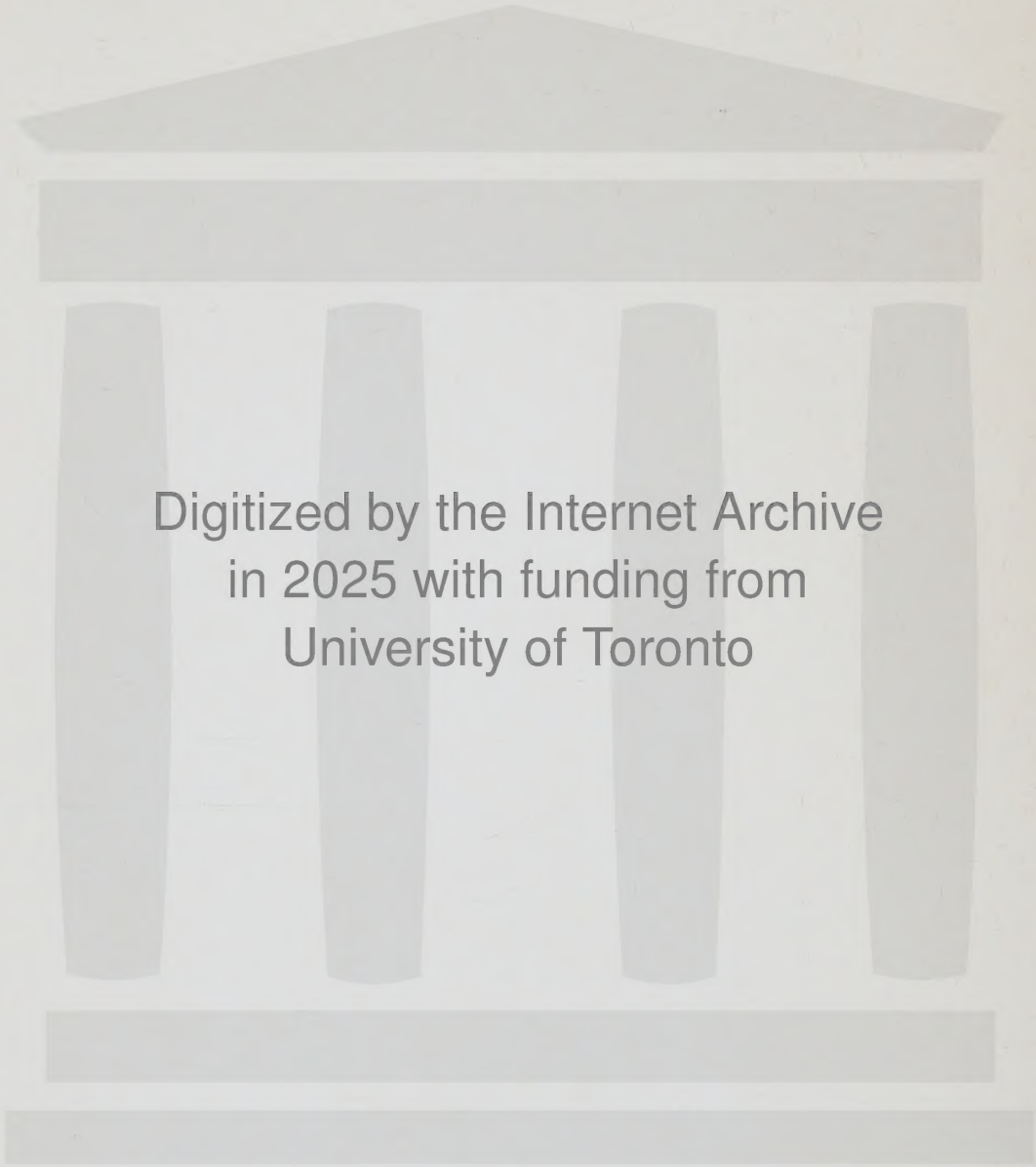
Ontario School Radio Broadcasts 1968/69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Ontario School Radio Broadcasts

Presented by
Ontario Department of Education
in co-operation
with the
Canadian
Broadcasting
Corporation

Ontario Department of Education

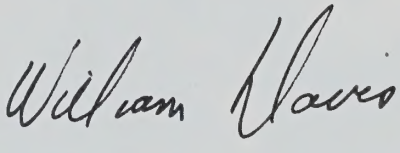
Message from the Minister of Education

This year, more and more Ontario teachers are concentrating on the discovery-learning method, fitting the educational system to the student rather than the student to the system. In this first year of our country's second century, we have higher hopes than ever for the future.

I am, therefore, delighted to present the Ontario School Broadcasts, prepared by the department with the co-operation of the Canadian Broadcasting Corporation. The broadcast provides the student with a starting point for far-ranging flights of imagination; with radio, the sound is the nucleus, the visual accompaniment is up to the student himself. The pictures in his mind are bounded only by his experiences.

This year's broadcasts should provide admirable vehicles for the far-ranging, inquiring minds of modern students and teachers. Intended as a supplement to the modern school room, they may spark one kind of learning experience in one setting, something else entirely with another group of students and another teacher.

The school broadcasts are part of our province's plan to provide a wide variety of educational experiences for as many children as possible.



William G. Davis, Minister of Education.

What Next? & Now Hear This

Listening does not mean sitting still! Not when the listeners are children between the ages of five and ten. Just look at that picture opposite: that is the listening child! And so, more often than not, the broadcasts for children five to ten years of age invite the listeners to participate through movement: dance or creative drama, singing, or clapping.

It is a truism that children learn best when they are totally involved. Physical involvement is necessary because the child learns first through his senses. Just because the child is discovering the relationship of shape to motion by moving like a machine all over the classroom, or just because he is finding out about sound waves by being a sound wave in a creative drama session, it does not mean that nothing is happening in his mind. The very opposite is true. Something is really happening in the child's mind, because by physically experiencing an idea he is making it his own. And so the listeners are invited to listen and laugh, or wonder, to dance, or make plays, or, if they like, to sit still.

The first time a class takes part in a dance or drama program, the result may appear to be total chaos. The children may be extravagant in their response to a new experience. They will probably need the guidance of their teacher for group response. By the third program, the children will know what to expect and what is expected of them.

Space should not be a significant problem. If the children can work in a gym, well and good. If they are working in a classroom, they should have as much space as possible, but teachers do not need to worry that it is not enough. Children soon learn to use the space available to suit their needs; and while the children are listening, in whatever way they choose, the teacher has an opportunity to observe the individuals in the class at work.

The broadcast should be only the beginning. Twenty minutes of radio is just a springboard to further activities in and out of the classroom. For example, the children might work out the ideas of the broadcast in another medium: they might paint, or tell stories, or work out more plays of their own, or write poems, stories, and songs. But, of course, many teachers are in the midst of quite different work from what the broadcast obviously suggests. The ideas of discovery in each broadcast, however, can be related to any field of learning, to act as stimuli for whatever is happening in the classroom at the time. Although both What Next? and Now Hear This are produced as a series to appeal to particular age groups, each individual program stands alone. If a class misses the first couple of programs in a term, or even a whole term, there is no reason why the teacher cannot tune in at any stage and the children profit from the experience.

These broadcasts are created by a team: dance, music, and drama specialists, educational consultants from North York, Scarborough, The Ontario Institute for Studies in Education as well as from the Ontario Department of Education, writers

and producers from the Canadian Broadcasting Corporation. The team meets and discusses each program and idea, especially the ideas sent by teachers; this is the continuing basis of program.

Those who heard What Next? last year will be happy to know that Alan Maitland will be host again. Judging from the hundreds of letters children have written to him, Mr. Maitland has become a real friend. When he visited some classrooms, the children were thrilled to meet him. They had all kinds of questions to ask, especially about how radio works. So with this in mind the first three broadcasts will explore sound and radio.

T. J., the imaginative and unpredictable boy "next door" will also return dragging along Felix the Frog on occasion.

Children in the studio will provide another dimension of sound in some of the broadcasts. Dance, drama, poetry, song, and story-telling will be threaded through the fabric of the series.

WHAT NEXT?
Kindergarten to Grade Three Wednesdays, 2:10 to 2:30

SAY, DID YOU HEAR? October 16
What do we hear? How do we hear? Can you hear sounds from outside your room? In your room? From yourself? Can you hear the radio? How does it happen? Mr. Maitland and T. J. have an adventure in using sound and radio.

THE WONDER OF SOUND October 23
A marvellous source for ideas and experiments your children can explore with sound, is the *How and Why Wonder Book of Sound* (5028). It's cheap and chock-full of material. This broadcast will convey similar material in broadcast style. Be ready to participate!

WHERE IS THE PICTURE? October 30
Sound does make pictures, pictures in our heads. Where is the action? Have you ever moved to the sound of a lion's roar? Sound is a happening! Chills and thrills! Hallowe'en is nearly here!

IS HEARING BELIEVING? November 6
Mr. Maitland and T. J. have an adventure in the park, where seeing and hearing is not believing!

WHAT CAN YOUR VOICE DO? November 13
Children will join Mr. Maitland in the studio to make music and sounds.

COLOUR AND TEXTURE November 20
Radio in living colour? This creative-drama session will invite your children to see and feel through movement. Lots of clear floor-space needed.

YOU ARE THERE! November 27
Two Nanabozho legends will be the basis of this broadcast. During the telling of the second story, the children will be invited to become characters acting out events as they unfold. Teachers should encourage them. Children in the studio will help out too.

HOW MANY WAYS CAN YOU MOVE? December 4
Can you move high? Low? Fast? Slow? Smoothly? Jerkily? Straight? Twisted? Tight? Free? Try it.

A SECRET December 11
T. J. and his friend Peter have a secret. But they have to tell Mr. Maitland about it when something suspicious happens up the street!

AFTER "HAPPILY EVER AFTER . . ." December 18
What does happen when our story-friends live happily ever after? Today we explore one improbable but hilarious "after" life, that of "Snow White".

NOW HEAR THIS
Grades Four and Five, Thursdays, 2:03 to 2:30

Now Hear This is especially for children nine and ten-years old. It is a series of beginnings from which teacher and class could end up anywhere they wanted to. Some programs are for listening, some for dance, for singing, for drama. Some of the important thoughts behind Now Hear This are in the introduction on page. These ideas were built from the response from teachers and children who wrote to Now Hear This last year. In fact, John Kastner was so well received as the Roving Reporter, that this year he will be the weekly host.

WHAT'S IN A CITY? October 17
John Kastner looks at a major problem of our time: the city. Be it family, school or town, man lives in groups. But what happens when the group becomes the multi-million population of a city? John Kastner joins fast traffic on a super highway to the city of the future. Children can examine their own surroundings. How is their group organized? What are its problems?

ARE YOU A MACHINE? October 24
Machines move according to design. Animals use their bodies in the most expedient way. Snakes slither, kangaroos leap. Children move in a thousand ways. Here's a chance for them really to move during the broadcast, and discover the relationship of shape to motion through dance.

HOW MUCH SPACE DO YOU NEED? October 31
How much space do thirty children take up? In a classroom? On the playground? What's it like to grow up in a crowded tenement? On a wide prairie?

During this broadcast children can work out ideas of space through creative drama. An awareness of space is basic to learning through drama, so we chose this as our first creative drama program. Afterwards children may want to make up more plays, or use up the blank space of a white page with paint, or do sculpture work, or tell adventures of being in a crowd or alone.

SONGS TO WORK BY November 7

John Kastner has an adventure with a gang of railroad workers. He hears some of their work songs, and hears one of their favourite tall tales. The class will need space to sing and work along with John and the gang.

Then why not continue? The children can make up their own tall tales and songs, or find more work songs to sing, or more tall tales to read.

THE CITY BY TIME-MACHINE November 14

How did villages, towns, and cities happen?

John Kastner uses his time-machine to visit people from different historical times in order to follow the development of the city. Children might use their own time-machine to look into the past of their town.

MUSIC MOVES! November 21

Here is a chance for children to respond to many kinds of music: classical, jazz, electronic, and more. They can discover how they feel about different music through dance. As the children listen and move, they are deepening a facility for all work: the creative response to a stimulus.

The program will list the records played.

COLOUR TALKS! November 28

Like last week's program, this is designed to encourage children to respond to the suggestions of others with their own ideas: this time through their own creative drama. How do different colours make the child react? What is his favourite colour? Why? What colours give commands?

Children might make up their own colour plays or stories. This program also leads naturally to expressing feelings in paint.

SONGS FOR A DAY December 5

Where do songs come from? Are there songs for a day in the life of a child? John Kastner finds that there are songs for everday happenings, straight songs, and pure nonsense. Children can sing along, and make up their own everyday songs to new and familiar tunes.

WHAT CAN A LITTLE MAN DO? December 12

It is the time when the cities have grown to cover all the land. Bumble the Bureaucrat rules. But the Humbles and the Meeks want green land again. How do they get it?

This is the story of individuals and their rights, told with rhyme and chant.

Children could write more stories of Bumble, the Humbles, and the Meeks.

FESTIVAL OF SONG AND STORY December 19

Folksongs and tales especially for this time of year. Listeners will need a lot of room to sing and dance and work along with John Kastner.

Rod & Charles

Grade 6, Mondays, 2:03 to 2:30

The Rod and Charles show is a fascinatingly unpredictable educational happening, a pyschedelic sojourn into the facts and fictions of the world about us, tantalizing trips through the past, present, and future.

Charles Winter and Rod Coneybeare explore fun, fact, and fantasy in a contemporary style that is guaranteed to interest and involve pupil and teacher alike. For the aware teacher, it is a springboard into a bottomless pool of ideas, for this is inferential education. Each program is filled with both factual and philosophical inferences, extending far beyond the actual sketches themselves.

HISTORY OF MUSICAL INSTRUMENTS October 21
The Oldest Man in the World, who visits Rod and Charles regularly, claims he invented all musical instruments. He may be a shameless liar, but he makes us aware that all of man's inventions began with hunches and investigations identical to those of the inquiring child. Can the children guess the probable beginnings of other things around them?

INSIDE A LIGHT BULB
There is nothing dim about the glare cast on the geography of a light bulb as Rod talks Charles into thinking so small that he can crawl inside one. The curious will go further: How are light bulbs made? What is the history of their development? How will we get illumination in the future?

HECATE AND GRISELDA October 28
As Hallowe'en approaches, a couple of out-of-work witches try to make a comeback in the modern world. Even their names are explorable and explainable.

TWILIGHT OF THE PEANUT BRAINS
Two dinosaurs are languishing in the mud, becoming obsolete, while two tiny mammals admire their size from the underbrush, not knowing that they themselves are better machines for survival. And who is the most up-to-date model of these mammals? The boys and girls listening.

GUY FAWKES AND THE SOCIETY OF LOSERS
November 4
When Rod and Charles investigate history they take no normal course. A ridiculous meeting of the "Society of Losers" leads to the facts about Guy Fawkes Day.

LIFE OF THE BEE
High drama inside and outside the bee-hive.

Life is not all honey and has a lot of sting. This could lead to further investigation of social insects.

THE SALMON November 18
A sketch in verse about the life and death cycle found throughout nature.

In what other ways does nature achieve balance? Can man upset this balance? Perhaps listeners could try their own verse drama.

SNOW WHITE CHARLES

A Rod and Charles version of the familiar story finds a king, who thinks he knows everything, being told by the Magic Mirror that his son knows more. But is knowing the same as understanding?

A VERY BEARY TALE November 25

George, the bear, decides to stay up for Christmas, which leads to his brother impersonating Santa Claus, and George finally bearing bear-being. George's struggle with hibernation could lead to investigation of the many ways animals adapt to variations in food and climate.

INSIDE A TOASTER

Technology, trauma, tension, and torridity as Rod cons Charles into a toaster to find out what makes it work.

Sometimes people overlook the ingenious nature of ordinary household appliances and artifacts.

COLUMBUS December 2

The Rod and Charles time-machine takes us to an interview with Columbus, who is discovered in jail. What was the real story of Columbus' imprisonment? Was it politics or pettiness that put him there?

TV BROADCASTING

When Rod and Charles go into a television studio they naturally encounter a talking camera. The pertinent technical details of television-broadcasting are made remarkably understandable by the skillful use of sound effects and talking electrons.

HAPPY BIRTHDAY, EMILY DICKINSON! December 9

Rod and Charles mount the rostrum to the lectern, wearing their Emily Dickinson sweatshirts, and give readings from the works of their heroine.

CHARLES GOES TO THE CLEANERS

An investigation of dry cleaning in the most practical way: Charles gets dry-cleaned.

The class might devise its own self-involving comic strip about this or some other modern miracle.

A CHRISTMAS CAROL REVISITED December 16

What else would a modern Scrooge be doing but selling fake Christmas trees at outrageous prices? Familiar stories can be set in any locale and period, and the class might try rewriting their own favourite tale.

A CHRISTMAS CONVERSATION

What happened to the Three Wise Men after the birth of Christ? This sketch, based on legend, might make you wonder about others who lived at the time. What was the future of the shepherds? What happened to the inn-keeper, the animals in the stable? Children can think of what would happen if they lived today.

Grades Seven and Eight Tuesdays, 2:03 to 2:30 p.m.

The music program for Ontario Schools during the 1968-69 school year will open with a series of ten programs entitled "Search for Sounds" to be broadcast on consecutive Tuesdays from October 15 to December 17, inclusive.

A new policy has been initiated for the Grades 7 and 8 series. In addition to the regular Tuesday broadcasts, transcription tapes of all programs will be made available without charge to Ontario schools. To obtain any of these programs, a teacher need do only two things: (1) write the Learning Materials Service Unit of the Ontario Department of Education, 559 Jarvis Street, Toronto 5, Ontario, indicating which programs are wanted, and (2) enclose a separate 1200-foot reel of magnetic recording tape for each program requested. These recorded tapes with programs on them will then be returned to the sender who may use them as he wishes for educational purposes.

This service will enable teachers to utilize all or any program materials at times which are convenient for them. In addition, repeated listenings are now possible for a teacher with two or more classes at the same grade level.

PLANNING THE SERIES

Any investigation of music classes in Grades 7 and 8 throughout the province reveals considerable disparity in the type and variety of musical instruction. Physical plant, facilities, equipment, and the number and type of musical instruments are likely to vary from one area to another. Some schools, by themselves, support a highly diversified program of band, string, and choral music. Other schools provide a limited program of vocal or general music. The following suggestions may help teachers in preparing students for the programs:

A wide rage of topics should appeal to students and teachers with widely differing music programs.

Each program should be considered a separate entity apart from other programs.

Program content and script are to be geared to the twelve to fourteen age-group.

Wherever possible, it is suggested that teachers try to provide photographs of instruments presented in any of the programs in order that students might develop visual and aural awareness of the instruments.

GUITAR October 15

The series opens with an investigation of plucked instruments from early times right up to the present. The list ranges from the lute and harpsichord right up to the ukelele and guitar of modern times.

PERCUSSION October 22
A professional percussion ensemble demonstrates the use of a wide variety of instruments; they range from those of definite pitch such as the timpani and marimba to those of indefinite pitch such as the drum and triangle. Styles will include Latin American and stage band percussion.

STRINGS October 29
The Hart House String Orchestra, conducted by Dr. Boyd Neal, provides musical excerpts for this program on the stringed instruments. Discussion will cover such instruments as violin, viola, cello, and bass.

WOODWINDS November 5
The Toronto Woodwind Quintet plays excerpts from assorted woodwind music and the discussion centres on such instruments as the piccolo, flute, oboe, and bassoon.

BRASSES November 12
The Toronto Brass Ensemble plays music focusing on the brass instruments. The discussion part of the program features the trumpet, French horn, trombone, and tuba.

FOLK SONGS November 19
The Travellers sing Canadian folk songs related to the development of Canada. Many songs will already be familiar to the students.

SING OUT November 26
Ontario school choirs demonstrate some material within the range of adolescent voices.

THE ORCHESTRA December 3
This program covers the development of the orchestra from Monteverdi to the present. A Canadian Broadcasting Corporation symphony orchestra conducted by Boris Brott plays a variety of orchestral music.

RECORDER December 10
An ensemble directed by Hugh Orr plays selections featuring the recorder family. Instruments heard in this program include soprano, alto, tenor, and bass recorders.

ELECTRONIC MUSIC December 17th
This program introduces electronic music, its development, and its use in modern orchestration.

Canadian School Radio Broadcasts

1968-69 Schedule Fridays

Note: The first three minutes of each hour will be devoted to a newscast. Thus, the school broadcast will begin at 2:03 p.m.

HOW DO YOU SAY HELLO? (AFRICA)
(Ages 10 to 12) 2:03 to 2:29
This series of four programs, produced in co-operation with UNICEF, is designed to promote cultural understanding. Four countries of Africa are visited and each one is described by the children.
October 18 . . . Tanzania: Enough 's 'nuff
October 25 . . . Uganda: Road Past the Ruwenzori
November 1 . . . Egypt: How Do You Say Hello in Camel?
November 8 . . . Senegal: A Bottle in the Sea by Baobab Tree

HUMAN RELATIONS (Ages 14 Up) 2:03 to 2:29
This series of four thirty-minute programs focuses on the problems of four different young people and their families. Discussions cover search for self-identity, coping with the demands of society, examination of poverty, and awareness of other people.
November 15 . . . Yeah, But You're You and I'm Me
November 22 . . . The Funaway Runaway
November 29 . . . The Poor Around the Corner
December 6 . . . They're All Afraid

CHRISTMAS PROGRAM 2:03 to 2:29
December 13 . . . Christmas carol program from a school in New Brunswick.

MODERN PLAYS (Ages 15 Up) 2:03 to 2:29
A series of four programs dramatizing three modern plays in their entirety or adapted to the time of the program.
January 10 . . . Flight Into Danger, Part I, by Arthur Hailey
January 17 . . . Flight Into Danger, Part II
January 24 . . . Brass Butterfly by William Golding
January 31 . . . A Resounding Tinkle by N. F. Simpson

BEHIND THE NEWS (Ages 12 Up) 2:03 to 2:09
This series, the first six minutes of each broadcast from February 7 to May 30, will be an analysis of important current events. The series can be used independently since the twenty-minute programs following it are not related either in age-level or content.

DESTINATION UNIVERSE (Ages 9 to 11) 2:09 to 2:29
This series of four twenty-minute programs is designed to provide information on space science. The programs will be an introduction to the solar system, modern space experiments, and implications of astronomical theory.
February 7 . . . Countdown to the Moon
February 14 . . . Countdown to the Planets
February 21 . . . Countdown to the Stars
February 28 . . . Countdown to the Universe

VOICES OF THE WILD (Ages 7 to 10) 2:09 to 2:29
This series of four twenty-minute programs provides more information about Canadian wild-life with Betty, Bobby, and Uncle Jack.
March 7 . . . Muskox
March 14 . . . Woodcock
March 21 . . . Pine Marten
March 28 . . . Sandhill Crane

YOUNG CANADIAN POETS (Ages 16 Up) 2:09 to 2:29
Three twenty-minute programs dealing with representative works of new young Canadian poets. The poets will be heard discussing their work and reading some of their poetry. Among the poets to be heard are B. P. Nichol, William Hawkins, Seymour Mayne, and David McFadden. Texts of the poems read will be made available to teachers.
April 18 . . . Young Canadian Poets, Part I
April 25 . . . Young Canadian Poets, Part II
May 2 . . . Young Canadian Poets, Part III

TOWARDS GOOD CITIZENSHIP (Ages 9 to 10) 2:09 to 2:29
This series of four twenty-minute programs emphasizes the traditional values of good citizenship by dramatized situations involving children, pointing up problems in four areas:
May 9 . . . Working Together and Leadership
May 16 . . . Respect for Others and Acceptance
May 23 . . . Respect for the Property of Others
May 30 . . . Responsibility

News and News Analysis

Grades Six to Eight Wednesdays, 2:00 to 2:10 p.m.

The news analysis program is intended to provide students with a starting point for discussions and research. An individual program might launch ten different classes in ten different directions, depending on their interests and experience.

The broadcasts will focus on the main news headlines of the day, then range over such questions as what made a particular topic the lead story of the day's news budget, how it fits into the world scene, what effect it will have on the future history of the world, and how this particular piece of news reached the Canadian listener.
October 16 to December 18
January 8 to March 12
March 26 to May 28